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A Strategic Assessment and Evaluation of the Major Determinants of Work-Life Balance for University Student Workers in Lebanon

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ABSTRACT

This research aims to explore the major determinants of work-life balance (WLB) for university student workers in Lebanon. The proposed relationships consist of causality between each of the variables of working hours, proximity to employment, proximity to university, workload, study leave, leaving early, work from home, study at work, and flexible working hours on one hand, and work-life balance on the other. Employing a deductive approach, this study presents one main research question and quantitatively tests 11 hypotheses using a sample of 300 workers studying in both Lebanese University and Notre Dame University. The findings show that work-life balance significantly varies according to demographic factors. As for variables, the number of courses was found to have a significant negative causal relation with work-life balance, while the ability to obtain a study leave and leaving early have a significant positive causal relation with work-life balance. This research adds quantitative empirical proof that number of courses, study leave, leaving early significantly affect “work-life balance” of today’s private and public university student workers in Lebanon. Therefore, the findings offer a theoretical enrichment to the topic of work-life balance in general, and open way for new research to expand internationally as well as locally.

1. Introduction

Work-life balance is defined as the management between work and a multitude of activities that are related to health, lifestyle, family, and society, which can ultimately affect an individual’s overall productivity. Likewise, school-life balance refers to a student’s ability to

accommodate between several life-related aspects along with his/her academic duties. In this line, the most significant determinants of WLB for student workers are rooted in work and academic-related aspects, along with other demographic and contextual factors^[1-3]. Indeed, workers who hate their current job are on a constant search for better opportunities and pay. However, even if they shift-

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ed to another work, they may not be satisfied due to their inability of balancing their jobs with their personal lives. Another typology of individuals is identified as being those obsessed with their work, and that consequently tends to willingly allocate most of their time to their jobs at the expense of personal time. Lastly and for some individuals, work is affiliated with their own self-purpose, and therefore do not encounter the difficulties of balancing work and personal life. Within the socio-economic context of modern-day life, the number of university student workers has been, and still is increasing, hence highlighting the concurrent importance of scrutinizing their WLB^[4]. Henceforth, this research aims at responding to the recent calls for filling the gaps in the existing body of literature on WLB, by empirically exploring the latter concept in the case of student workers in Lebanon. Moreover, and to the author's knowledge, no studies that target the WLB of students in Lebanon have yet been conducted, be it within the contexts of public or private universities. More specifically, this research aims to explore the determinants of WLB for university student workers within Lebanon. Following a deductive approach, the independent variables are identified by the existing body of knowledge on WLB. The proposed relationships consist of causality between the variables of working hours, proximity to employment, proximity to university, workload, study leave, leaving early, and work from home, study at work, and flexible working hours on one hand, and WLB on the other. Consequently, 10 hypotheses describing the potential causalities that may exist amongst each of the independent variables with WLB are formulated and tested, along one hypothesis relating to variation according to demographics. The expected findings would also offer practical recommendations, which can be integrated into their HR practices. Therefore, this research proposes one main research question, and that being: What are the factors that impact students' WLB?

2. Literature Review

The utilization of the term "work-life balance" started in the late 1970s to balance between an individual's career path, family, and other concerns in life. In the middle of 21st century and due to the difficulties, that working women were facing to balance between work and family commitments, the perception of WLB has since developed. However, and at the end of 21st century, both women and men were facing difficulties in balancing between work and family commitments. Within a concurrent organizational context, employees are more attracted to companies that implement WLB strategies, such as providing flexible working hours, day care for their children, work from

home, and elder care. WLB strategies benefit both employee on one hand and companies on the other, as in the long-run they decrease work-life conflict, absenteeism, and increase job satisfaction. Several previous studies had uncovered that some working students had left their university studies due to employment commitments^[5,6]. Roksa^[7] found that students who work up to 20 hours per week tend to complete their education, whereas students who exceed 35 working hours per week tend to leave university. Humphrey (2006) found that on average, students who do not work tend to have higher grades than those who work as a part timer. Further studies have also uncovered that some students refrain from having a job throughout their studies, as they conceive that work might negatively influence their academic performance^[8]. However, the risk of dropping out is not solely influenced by work, as several other factors may impact students' grades. From another perspective, many researchers postulated that the reason behind working while studying is not only related to tuition fees, however is also driven by a sought to gain professional experience and skills^[9]. In general, studying while working has been often identified to have a significant impact on academic life. In detail, those working and studying full time are more likely to leave their university, as well as exhibit lower performance than those working part-time, or not working at all. According to Crompton and Lyonette^[10], females have less WLB than males due to their domestic role in France as women tend to face more responsibilities. In addition, older workers tend to have higher WLB than their younger counterparts as they are more experienced in managing the boundaries of work and non-work responsibilities^[11-14]. Concerning marital status, single women are less likely to struggle in WLB than married women since responsibilities related to children and husband are excluded from their daily duties. Regardless why students work, the number of hours spent at work should not exceed 15 hours per week. For instance, undergraduate students who work between 10 and 15 hours per week tend to keep pursuing a degree in education, whereas students who work more than 15 hours per week or students who do not work at all tend to withdraw from college. However, it is important that colleges support working students with the essential resources to achieve both academic and work duties. Travel to work is one of the main conflicts that might appear in WLB, and has to be planned and introduced in WLB strategies, even though most of companies consider travel to work as an external point of view and is not one of their responsibilities^[15]. For example, women who work in hospitality and tourism businesses that are situated in the central district of Beirut tend to spend a lot of time in traffic to reach their

jobs. Therefore, they are more likely to arrive late to work and less likely to give time to their children and husbands^[16]. Nevertheless, and according to a study conducted in UK companies, employers must implement transport into their HR strategies, by at least providing parking for their employees. For instance, transport strategy facilitates the attainment of WLB, specifically for households who have work and family responsibilities that contain several activity passages such as taking children to school and bring them back home. Moreover, employees reach their workplace early in order to find a space to park their cars, and therefore endure stressful and longer than required trips^[17]. Accordingly, transport facilitations need to be considered in the development and implementation of HR strategies in order to facilitate the attainment of one's WLB. According to several studies, the three common elements that an individual might face in an academic workplace are extreme workload, fewer resources, and work-related stress^[18]. Nowadays, academic employees have regularly more work duties categorized under job instability, overloaded administrative tasks and long working hours, that need a greater level of responsibility and commitment^[19,20]. In addition, employees in educational institutions have a risk in using behavioral strategies such as skipping lunch break and continue the work from home to finish their overloaded work, and that may decrease their quality of work and damage their health^[21]. In total, workload, long working hours, job instability, when and where to work have negative impacts on individual's WLB. According to Antonelli^[22], paid educational leave is important since it supports employees in seeking education that is related to their jobs and to other common interest. Hence, paid educational leave plays a crucial role in developing employees' skills and competencies^[23]. In brief, paid educational leave is an important strategy that provides the opportunity for employees to develop their skills and capabilities as well as the chance to seek an education that is related to the job they are performing. Due to the ongoing education that supports the economic globalization in developed countries, the need for educational leave policy has increased. According to the law that was initiated in Sweden year 1974 concerning study leave, workers are entitled to take time off work for study purpose. Moreover, employers have the right to delay study leave by 6 months starting from the date of application, but if the duration is exceeded, employers can be sued since they did not abide with the study leave policy. It was found^[24] that individuals working in Gothenburg had no trouble in taking leaves, and employers had no issues with study leaves comparing to sick leaves and other types of leave. According to Ball and Larsson^[25], blue-collar laborers tend to

benefit from study leaves more than white-collar workers. Amherst College Students in Massachusetts have the right to apply for any advertised vacant position, however, they should be reliable and responsible even during mid-term and exam periods^[26]. For instance, student worker must schedule work hours with the supervisor during exam times, taking into consideration that exams are scheduled in advance. Moreover, work schedule determined by employers and students must include sufficient time for courses, homework, and relaxation, Amherst College^[27]. In brief, student workers should have the right to schedule the work hours with the supervisor in order to attend and be on time during exam periods, as well as perform the job needed effectively and efficiently. Work from home is considered as one of the factors that impact WLB, taking into consideration other factors that might affect WLB such as flexible working hours, gender, and salary^[28]. Also, it is important to evaluate the supervisor's skills in managing remote workers and offer the needed training for supervisors to successfully manage remote workforce^[29]. Jessica Shields, an instructor and founder of college study smarts, found a strategy when she was studying for her master's degree and working as a full timer. Such strategy aims at facilitating and managing between her study and work domains without making her boss mad. Her many ways for studying at work included reaching work 20 minutes early, studying during lunch breaks, and even staying 30 minutes after the work schedule had ended^[30]. In brief, student workers might find break times at work to study when they have exams or projects to be done, however they should make sure to avoid clashes with their managers during work hours. Torrington et al. (2011) believe that flexible working hours is not only defined as flexibility in time or job location, but also as term-time contract, job sharing, part-time, maternity leaves, paternity leaves. However, flexibility is not about reducing the time at work, rather providing suitable and reliable plan initiated by employers. According to Casper and Harris^[31], employees are attracted to companies that implement flexible working strategy, because they feel that the employer cares about their health and life outside work, and which may consequently affect their W/B, satisfaction, and organizational commitment^[32]. Flexible working hours may positively affect WLB as employees are hence able to accomplish work and life responsibilities without the need to engage in tradeoffs between the two^[33]. According to Attewell et al.^[34], the speed of college progress impacts the degree completion. First, students are more likely to increase the connection between professors and enhance their academic social life. Second, students tend to increase their level of cognitive and learning functions,

moreover, they are more likely to increase their abilities and effectiveness. Third, in order to graduate from college faster, students are obliged to take more credits, therefore, other attachments will be dismissed, such as students who work tend to put their effort to complete their job tasks while discourage the commitment of effort toward education. Students who take fewer credits when they start their college are older, work more hours, and have dependents. Moreover, evidence proposes that students who take 15 credits per semester are considered as full timers and are able to advance graduation rates successfully. However, students who work more than 30 hours per week are less likely to effectively achieve a high number of credits^[34].

3. Procedures and Methodology

Throughout this section, 11 hypotheses were formulated in order to be tested based on the independent variables that may affect WLB as suggested by the literature. In addition, this chapter specified the research design in order to analyze the findings and show whether the hypotheses are to be rejected or not. Moreover, the study was identified to be initiated from a post-positivist perspective, along with being deductive in nature. To add, the targeted populations were specified as being the working students of Notre Dame University (NDU) and the Lebanese University (LU). Random samples consisting of 150 students were collected from each university and were randomly selected from both undergraduate and graduate programs. The questionnaire included an introductory section that explains the purpose of the study, as well as guarantees respondent privacy. Section one was targeted at background information and included gender, age, marital status, academic level, days attended at university, number of courses registered, type of employment, and number of hours spent at work. Section two targeted the independent and dependent variables, with all relevant items being measured using quasi-metric from 1 to 7 ranging from “strongly disagree” (SD) to “strongly agree” (SA). Having constructed the questionnaire, a pilot study including 10 individuals consisting of professors, colleagues, and friends was conducted in order to establish inter-rater reliability. The results of the pilot test indicated a high inter-rater reliability as the received comments converged an agreement with both the design and content. The average completion time of the questionnaire was estimated to be approximately 5 minutes, and hence guaranteeing an adequate time frame that supposedly leads to a high response rate. The data collected via questionnaires were entered through the use of “SPSS”, and were later analyzed through descriptive and inferential statistics. Regarding Descriptive statistics central tendencies for

metric variables (age, days attended at University, hours spent at work, proximity to work, proximity to university, workload, study leave, leave early, work from home, study at work, flexible working hours, number of courses and WLB) were measured through mean scores. As for non-metric variables (gender, marital status, academic level and type of employment) averages were measured through modes and medians. In addition, normality statistics for all metric variables were produced through measuring their Skewness and Kurtosis. Moreover, reliability of the scales was checked through measuring Cronbach alpha, in the aims of conducting parametric statistical tests. The non-parametric tests that were conducted consisted of spearman in order to check correlations, and Kruskal-Wallis along with Mann-Whitney (U-test) to test for variations in WLB. As for parametric tests, correlations were measured through Pearson and variations were tested through ANOVA and T test. ANOVA and T test are parametric statistical tests that are used for analyzing how a dependent variable may vary in regard to sub-categories of an independent one. Furthermore, causality was tested through classical linear regression modeling having fulfilled the needed requirements consisting of the sample being random and normally distributed, the items being significantly correlated, and a Cronbach alpha score that establishes reliability. After generating the step wise regression models, multi-collinearity, independence, Durbin Watson, and residuals were all checked and validated.

4. Findings

As shown in Table 1, all variables are statistically measured according to means, standard deviations, skewness and Kurtosis. It is noticeable that all skewness and kurtosis values are normally distributed as they are within the acceptable range of $-1.5 < \text{Skewness} < 1.5$ and $-3 < \text{Kurtosis} < 3$. The means for proximity to work and proximity to university are 2.3 and 2.4, which indicates than on average students take between 15 and 30 minutes to reach their workplace and their university. In addition, the mean for number of courses is 4.8, which signifies that on average students take around 5 courses while they are working. Moreover, the mean for number of hours spent at work is 34.8, which implies that student employees approximately spend on average 35 hours per week at their workplace. Furthermore, the mean for workload is 3.3, which claims that student workers are more likely to disagree that their supervisors delegate less tasks during their period of exams. Nevertheless, student workers are more likely to agree that they are able to ask for study leave or to leave early from work when they have educational commitments, having means of 5 and 4.8. However, the

Table 1. Descriptive statistics for metric variables

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
DaysatUni	300	1	5	3.106667	1.329605	0.198371	0.141	-1.296	0.281
NumofCourses	300	1	11	4.796667	2.640435	0.53134	0.141	-0.637	0.281
HoursatWork	300	2	76	34.80667	15.00577	-0.23659	0.141	-0.541	0.281
Proximity to employment	300	1	7	2.316667	1.289158	0.957678	0.141	0.386	0.281
Proximity to University	300	1	7	2.436667	1.282499	1.008369	0.141	1.011	0.281
Workload	300	1	7	3.296667	1.836636	0.377982	0.141	-0.81	0.281
Study leave	300	1	7	5.013333	2.03477	-0.78793	0.141	-0.697	0.281
Leaving early	300	1	7	4.833333	1.852113	-0.63794	0.141	-0.66	0.281
Work from home	300	1	7	2.593333	1.946085	0.951878	0.141	-0.431	0.281
Study at Work	300	1	7	2.953333	1.69728	0.486585	0.141	-0.663	0.281
Flexibe working hours	300	1	7	4.213333	1.981813	-0.31944	0.141	-1.091	0.281
I am able to balance between my job, studies, and personal /free time	300	1	7	4.846667	1.944847	-0.68594	0.141	-0.724	0.281

means for both work from home and study at work are 2.59 and 2.95, which imply that student workers are more likely to disagree that their employers allow them to work from home or study at work whenever they have a heavy study lead. Finally, the mean for flexible working hours is 4.2, which shows that student workers agreed that their organization offers a flexible schedule that requires the fulfillment of a certain number of working hours without being limited by a start and a stop time. Concerning dispersion, the standard deviation for WLB was 1.94, and which can be observed as around the average ± 2 Standard deviation (SD) from the mean ^[35], and hence implying that the observations are dispersed around the mean within moderate distancing. As for the independent variables, all showed moderate to slightly lower than average SD except number of courses which showed a slightly higher SD than the average ± 2 SD, and hours at work which showed a relatively high SD that indicates high dispersion around the mean.

In order to ensure the reliability of the scales used, Cronbach alpha showed a coefficient of 0.710, and therefore guaranteed that the scales are sufficiently reliable and allow for the later conduction of parametric tests.

Table 2. Reliability Analysis

Reliability Statistics	
Cronbach's Alpha	N of items
0.710	6

As shown in Table 3, the beta for study leave, leaving early, and number of courses respectively show 0.434, 0.367, and -0.068, and hence signifying that study leave has the largest weight of 43.4% then followed by leaving early with an impact of 36.7% and lastly number of courses with an effect of -6.8%. In this line, there is a significant positive causal relationship between each of study leave, and leaving early with W/B at the 1% level (0.000). In addition, there is a negative significant causal relationship between number of courses and W/B at the 1% level (0.000). In other words, the greater the ability of obtaining a study leave or leaving early to complete studies the greater is the work-life balance for student workers of both NDU and the LU. Moreover, the more courses a student takes the less is his/her reported work-life balance. Additionally, it is noticeable that the variance inflation factor (VIF) is less than 10 and tolerance more than 0.1, thus indicating the absence of any multicollinearity issues across all independent variables.

Table 3. Work-life balance model 3 characteristics

Model		Unstandardized	Coefficient	Standardized	Collinearity		Statistics	
		Coefficients		Coefficients	Statistics			
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	1.24	0.197		6.288	0		
	Study Leave	0.719	0.036	0.753	19.736	0	1	1
2	(Constant)	0.852	0.201		4.229	0		
	Study Leave	0.434	0.063	0.454	6.901	0	0.306	3.267
	Leaving Early	0.376	0.069	0.358	5.437	0	0.306	3.267
3	(Constant)	1.222	0.246		4.958	0		
	Study Leave	0.434	0.062	0.455	6.967	0	0.306	3.267
	Leaving Early	0.367	0.069	0.35	5.351	0	0.305	3.276
	Number of Courses	-0.068	0.027	-0.093	-2.559	0.011	0.992	1.008

As shown in Figure 1, the points in the normal probability plot are dispersed along the normal distribution curve, and therefore indicate that the standardized residuals are normally distributed.

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: I am able to balance between my job, studies, and personal free time

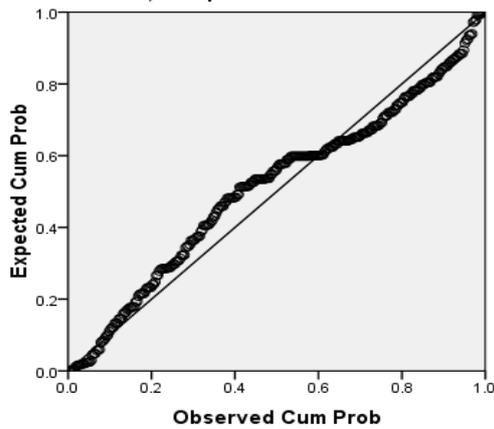


Figure 1. P-P plot for standardized residuals of work-life balance

To add and as shown in Figure 2, the data do not follow a clear pattern as the dots are scattered throughout the plot hence indicating that there is no heteroscedasticity and the errors are homoscedastic. Moreover, the Loess curve shows that the errors are linear, and hence also confirming their linearity.

Scatterplot

Dependent Variable: I am able to balance between my job, studies, and personal free time

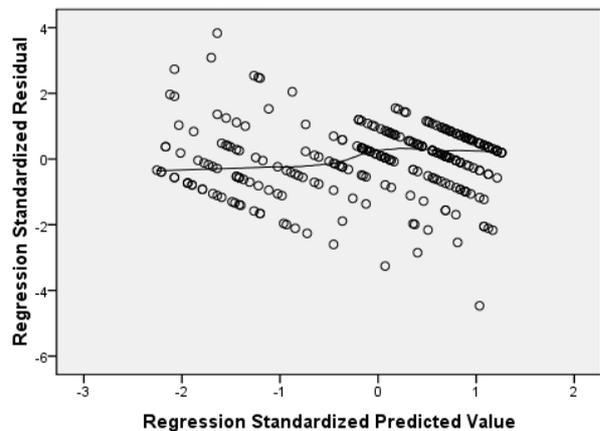


Figure 2. Scatter plot for residuals of work-life balance

After conducting the statistical tests for the non-parametric items, there were no significant correlations between each of gender and type of employment with W/B, while there were positive significant correlations between each of marital status and university type with W/B. Within the existing literature, most of the findings point out that women have less WLB than men. However, the absence of correlation between gender and W/B might be due to the cultural differences and the advancement of women in the workplace that inspired men to support in domestic work. Concerning type of employment, the lack

of correlation could be due to the fact that all jobs demand time, responsibilities and effort regardless of whether the individual works in family business/self-employed or in private/public organization. As for significant variations, W/B was found to vary between single and married participants at the 99% level, with those who are single reporting higher W/B balance than those who are married. Moreover, there were no significant variations across married and divorced, as well as between single and divorced. Similar to the literature review, this can be interpreted by the fact that those who are single do not have responsibilities towards children, husbands or wives, whereas married individuals do. In particular, married student employees need to work more hours to make extra money in order to pay off additional expenses related to housing costs, electricity, education, and other monthly bills that a single person does not encounter. In this line, married individuals might face tradeoffs when it comes to spending time working, studying or attending to their family. The dire economic situation in Lebanon has led many Lebanese to work more than 12 hours per day and/or more than one job, thus further increasing the risk of failure in balancing between work, studies and family concerns. Regarding university type, students in private university reported higher work life balance than those who are in public university. This can be interpreted by the fact that students enrolled in public universities may be facing more difficulties than those who are enrolled in private university due to the differences between the curriculums. Students in public university are committed to a certain number of courses that are pre-defined by the faculties, as well as lack the option to take afternoon courses. The larger class loads, and longer periods of time spent at campus at the Lebanese university may also imply that its students face more tradeoffs than their private counterparts in regard to time that is allocated for studying purposes and time reserved for other personal matters. Students in private university have the option to choose their courses, the number of those courses, as well as their timing, therefore enabling them to schedule their studies with greater flexibility that does not hinder their time reserved for work. Because there was a significant variation between marital status and university type with W/B, the hypothesis H₁: The WLB of student workers varies in respect to demographics is accepted and confirmed. There were no significant correlations between each of “hours spent at work”, “proximity to work”, “proximity to university”, “workload”, and “study at work”, with “WLB”. In this line, the hypotheses H₃: Long working hours negatively affects WLB of university student workers, H₄: Proximity to employment negatively affects WLB of university student

workers, H₅: Proximity to university has a negative effect on WLB of university student workers, H₆: Workload has a negative impact on WLB of university student workers and H₁₀: Studying at work positively impacts WLB of university student workers are all rejected. To summarize, this study has highlighted how different factors can have an effect on the WLB of student workers in Lebanon. More specifically, the independent variables “study leave, leaving early, and number of courses registered” were found to significantly affect the concept of WLB within both public and private university contexts. The linear regression model indicated that 61.4% of the variations in WLB were caused by “study leave” (43.4%), “leaving early” (36.7%) and “number of courses registered” (-0.68%). Such findings are aimed serving as input for HR strategies in businesses that employ students. For instance, organizations must focus on the application of providing annual “study leave” for employees who have educational commitments in order to encourage them and improve their skills that will be an added value to the company’s productivity. Also, companies must devise “leaving early” strategies for employees when they have to attend lectures or exams at campus. Such strategy would allow employees to be more productive and able to balance between their work and studies. In addition, HR strategies should limit the number of credits that are allowed to register for student employees, in order not to be overwhelmed and experience shortcomings in their academic and work commitments. In reference to what was written about WLB in the body of knowledge, this paper narrowed the research scope on WLB to the factors that impact both the Lebanese University and Notre Dame University students’ WLB. The main research question was answered after conducting all statistical tests, and where 4 out of 11 hypotheses were confirmed and validated as the relevant independent variables were found to significantly impact WLB. The results were logical since the Lebanese labor law does not impose on companies the implementation of study leaves or early leaves strategies. In addition, private and public universities in Lebanon do not limit the number of credits a student must register in accordance to his/her case. Moreover, it was confirmed with the literature review that married women tend to have less WLB than their counterparts, since they have more responsibilities related to domestic work and children. This can be further extrapolated to the greater field of demographic factors, whereby the literature suggests that work-life may vary in regard to several criteria such as age, gender, marital status, and educational level. As for the remaining independent variables that were included in the causality model, the results of the statistical tests

that were conducted confer with the literature that leaving early, study leave, and number of courses do have a significant causal effect on WLB. To add and contrary to what the existing body of knowledge suggests, proximity to work and university, flexible working hours, number of hours spent at work and university, telecommuting, and study at work were not found to significantly affect the concept of WLB for student workers. As previously explained in the discussion of the results, the existence or non-existence of the aforementioned causal relationships within this study can be interpreted by the “spatio-temporal” context within which the research was conducted. In detail, several social factors relating to Lebanon and the current situation can be identified as the reasons behind the differences in results between what was found in this study in contrast to what uncovered in previous studies. This study pointed out that WLB strategy should not be neglected nor ignored especially for student workers. Henceforth, the Lebanese University and Notre Dame University can benefit from this research in order to increase their awareness of the importance of having a strategy that limits the number of credits each student must take. Furthermore, the results of this study can assist students in deciding on a number of credits that is suitable to their work and personal life. Also, managers can benefit from this study as a tool for implementing study leaves and leaving early strategies in order to increase employee’s productivity and WLB. The following chapter will discuss and summarize the findings, the different reliability and validity dimensions, the limitations that were encountered, the theoretical and practical implications, as well as recommendation for future perspectives.

5. Conclusions and Recommendations

This study discussed if and how number of courses, working hours, proximity to employment, proximity to university, number of hours spent at work, study leave, leaving early, work from home, study at work and flexible working hours may affect WLB. Having conducted the adequate statistical tests, the hypotheses related to each of the research questions that enriched this study were either accepted or rejected as shown in the below table. In summary, this research aims at responding to the questions related to the factors that impact students’ WLB that have not been yet fully answered in the existing body of literature. To add, it specifically aims at unprecedentedly scrutinizing these proposed relationships within the context of Lebanese student workers. Having reviewed the literature review, data from Lebanese University and Notre Dame University student workers was methodologically collect-

ed through surveying, and the 11 hypotheses that were extracted were tested through the employment of quantitative methods. Following the conduction of the statistical tests, the variables study leave, leaving early, and number of courses registered were found to significantly affect the concept of WLB in both public and private universities. More precisely, study leave and leaving early were found to have a positive effect on WLB, and number of courses to have a negative one. This indicates that WLB increases when the number of courses registered decreases, or when study leaves and early leaves are granted to student workers within both universities. Moreover, WLB was found to significantly vary in regard to demographic factors, specifically marital status as found in this research. Throughout this study, some limitations were confronted throughout the data collection phase, and which was reflected by a longer than expected period of time to obtain the needed number of observations. Such factors are identified as being the political unrest that started in Lebanon on October the 17th, 2019, in addition to the ongoing COVID-19 pandemic that has been reshaping both work and education. In regard to theoretical implications, not only do the findings support part of what the body of literature suggested, however also make way for new future research that enables the expansion and evolution of this topic on both local and international levels. As for managerial implications, the findings enable managers and universities alike to efficiently focus on what to include in their WLB strategies, those mainly being early leaves, study leaves, and an adequate number of courses that does not contradict with student workers’ overall schedule. In this line, the overall findings of this research can always serve and/or can be used as a valuable input for organizations to efficiently formulate and implement W/B strategies for student workers, and make use of such HR practices as a relevant investment in their human capitals.

Conflict of Interest

There is no conflict of interest.

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